



# Waldorf Teacher Training Accreditation Application Pack

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# Introduction

Accreditation of Teacher Training courses for the UK will be undertaken by the Steiner Waldorf Schools Fellowship as the national body.

The aim of this document is to establish the accreditation and quality assurance processes by which teacher training providers can demonstrate that they meet the standards required by SWSF. The process is based on the standards in the Initial Waldorf Teacher Training Criteria and Core Curriculum, which is contained in the appendix and should be read in conjunction with this document.

Teaching in Waldorf education requires a complex combination of theoretical and academic knowledge, philosophical understanding, and practical and artistic skill. Becoming a Waldorf teacher necessarily involves applied learning, skill development, self-motivation, self-development and both reflective and reflexive practice.

An accreditation and quality assurance process will enable ITT providers to:

- Demonstrate their programme meets the standards required by SWSF
- Assures schools that graduates will meet the level of professional practice outlined in the Waldorf Teaching Standards
- Assures students that an accredited programme will prepare them to progress in their chosen career path
- Demonstrate that the programme adheres to the philosophy, principles and pedagogy of Waldorf education
- Enable the sharing of learning about professional formation and development within the Waldorf education in the UK and beyond
- Support the quality of Waldorf teaching and learning and confidence in the education offered

# 1. Accreditation Principles

The accreditation process will follow these core principles:

Accreditation will be

- In keeping with the philosophy, pedagogy and methodology of Waldorf education
- Congruent with the children-centred approach of Waldorf education
- A transparent, fair, inclusive and collaborative process that aims to ensure and maintain professional practice standards
- Proportionate to the size and resource of Waldorf education in the UK, without compromising standards
- In keeping with the professional standards for accreditation in the UK, as described by UKAS (UK National Accreditation Body).

## 2. Accreditation Journey

The accreditation journey will include the following elements:

1. Appointment of an Accreditation Mentor appointed by SWSF to accompany TT providers through the accreditation journey
2. The Accreditation Mentor will support the provider as far as possible to be confident their programme meets accreditation standards and they have prepared a strong submission. 3. The mentor will have an initial conversation with a provider to establish readiness for accreditation and understanding of the process
4. With the support of the mentor, the provider will prepare a portfolio of documentary evidence for initial accreditation submission. There will be an accreditation visit by the mentor to the provider to meet with staff, students & key stakeholders, in order to validate the evidence in the submission (this may include a training observation)
5. The mentor will provide a guide to the evidence portfolio, the portfolio documents, and a report to the Accreditation Panel, including their initial recommendations
6. The panel will select 3-4 areas of evidence to examine in more detail, and will take account of the report and recommendations of the mentor
7. The accreditation panel will meet with the mentor to discuss the submission and any questions.
8. The panel will meet with the course leader(s) to discuss their submission and any further questions
9. The panel will meet to make their final accreditation decision and will provide this in writing to both the course leader(s) and SWSF.

Where there is dual accreditation (e.g. with universities) as far as possible timetabling and evidence requirements should be coordinated to reduce duplication and meet key deadlines.

### 3. Accreditation Evidence

A range of evidence will be required, in relation to different aspects of the submission, to demonstrate that the accreditation criteria are met in full. This will comprise both documentary evidence, artefacts and conversations with key stakeholders, including:

1. Programme governance and financial viability and compliance
2. Evidence of need for programme and stakeholder engagement
3. Student recruitment, retention, satisfaction and career progression
4. Pedagogy, curriculum and teaching materials
5. Assessment process and sample portfolios
6. Programme staff qualifications and competency
7. Quality assurance, evaluation and improvement
8. A log/record of complaints and their resolution.
9. Supporting evidence from key stakeholders including staff, programme students, schools.
10. Evidence relating to both programme delivery and outcomes, for example post-qualification assessments from schools
11. Evidence of continuing professional development
12. Use of peer mentoring, observation and assessment including student to student, staff to staff and across providers.
13. Evidence of equality & diversity strategy, including recruitment, APLA etc.
14. Independent validation/External Examiner reports.

## 4. Panel Members for 2022/23

**Margareta van Raemdonck**, President of the European Council for Steiner Waldorf Education, has a long history of expertise in Waldorf education. A teacher (De Zonnewijzer Steinerschool, Leuven, 1989-2014), school leader (De Zonnewijzer Steinerschool, 2001-2014), representative in the national federation (2004-2019), pedagogical director (Scholengemeenschap Steinerscholen Secundair Onderwijs, Ghent, 2014 – 2019) and a founding member of E-Learning Waldorf, she has a thorough understanding of the needs of Waldorf schools when appointing and supporting new teachers.

**Dr. Martyn Rawson** was co-founder of York Steiner School in 1979. He has also taught in Stuttgart, at Botton Village School and Michael Hall, and now teaches at the Christian Morgenstern Waldorf school in Hamburg. Martyn teaches on the Master Programme of the Freie Hochschule Stuttgart and is currently Honorary Visiting Professor at the National Tsing Hua University in Taiwan. Martyn was a key editor of the 'Yellow Book' – *The Tasks and Content of the Steiner Waldorf Curriculum*, and has published a wide range of academic articles on Waldorf Education and Waldorf teacher training. Martyn has also been instrumental in developing the Steiner Waldorf Schools Fellowship revised curriculum and Art of Teaching app.

**Diana Ball** Originally a project manager in management consulting, Diana has been a Waldorf teacher since 2001. From 2012 to 2019 she was Education Lead at Elmfield Rudolf Steiner School, guiding the school through its successful Ofsted inspection in 2019. Diana is still involved with the school as Examinations Officer alongside studying for her MA in Dyscalculia Research and Practice. Diana has been a trustee of the Steiner Waldorf Schools Fellowship since 2020, and will convene meetings of the accreditation panel.

### **Panel Members: Confidentiality, Intellectual Property and Conflicts of Interest**

All panel members will sign an agreement/statement about confidentiality, intellectual property and conflicts of interest. Material provided in the course of the accreditation process, by SWSF, training providers, accreditation mentor or any other person, remains confidential to the copyright owner and must not be divulged to any other person without written agreement. Except where specifically agreed otherwise, all material, data, information etc. provided or viewed during the course of the accreditation process will remain the intellectual copyright of whoever produced it and must not be used, reproduced or shared without their permission.

Protective measures will be taken by everyone to handle data and information in ways that ensure appropriate security in private and public spaces, including protection against unlawful or unauthorised processing, access, loss, destruction or damage. Panel members must keep all material securely, in a password protected folder/device and must destroy all confidential information after the panel decision has been made and accepted.

Any allegations of misconduct, complaint, concern or suspected wrongdoing regarding confidentiality, data protection and management or other data protection concerns should be reported to Fran Russell, executive director of SWSF.

Panel members will be expected to sign the confidentiality agreement and declare any potential conflict of interest before taking up membership of the panel. Additionally, any conflict of interest relating to a specific course application must be declared before the relevant panel meetings. This would include being an adviser to the course, visiting tutor or lecturer. Core course team members will not normally be eligible to sit on the panel, and never for the course they provide.

## 5. Accreditation Decisions

The Accreditation Mentor will support the provider as far as possible to be confident their programme meets accreditation standards and they have prepared a strong submission. The Accreditation Panel may make the following decisions:

1. Accreditation agreed/re-validated without conditions
2. Accreditation agreed with recommendations (which may be adopted by provider but are not required) e.g. minor good practice improvements
3. Accreditation agreed with conditions: the programme may start/continue, with improvements made within a set timescale (normally 6-12 months)
4. Accreditation agreed with requirements: programme can only proceed/claim accreditation once the required improvements are made
5. Accreditation withdrawn or not granted: this is only expected to be used rarely, as the Accreditation Mentor aims to work with the provider to ensure validation can be achieved. It may happen at initial accreditation, revalidation or at any point during the academic cycle if substantiated serious concerns arise about the quality of the programme.

There will be an appeals process where accreditation is not granted or is suspended or is awarded with conditions or requirements.

## 6. Accreditation Fees

There is a cost to accreditation, and this will need to be covered by the Teacher Training providers. It is expected that this will comprise an initial validation fee, then an annual subscription that covers yearly QA monitoring, occasional QA inspection, including after conditions/requirements have been completed, and 5-yearly revalidation.

Fees:

Non- refundable Application Fee	£500
Full Initial Accreditation *	£7000
Annual Fee **	£500
QA or additional Monitoring Visit	£800 per visit

\*Including accreditation mentor, 1 site visit and panel process. Mentoring time is limited to a maximum of 10 full days. Any additional time will be charged at a daily rate

\*\*To include assessment of annual monitoring report and ongoing promotion of accredited courses

## 7. Appeals Process

Please put your request for an appeal in writing to Fran Russel, executive director SWSF

The Chair of the Board of Trustees for the SWSF will convene an appeals panel consisting of SWSF chair of trustees, one other SWSF trustee and Melanie Reiser (for 2022/23) (exec director AWSNA) as a suitably qualified person independent of the SWSF and a panel chair will be appointed.

The Panel chair will contact you within 5 working days to inform you of the procedures and the composition of the panel. This will include the date and time of the hearing – normally within 21 working days.

If the appellant wishes to supply any further information, they should do so at least five days before the Panel Hearing.

The Panel will review the process and decisions made during the original accreditation process, taking into account any additional information provided.

Following the hearing the Panel Chair will inform the appellant of the decision in writing within 5 working days.

The decision of the Panel will be final. Copies of all documentation will be kept securely and confidentially for six years.

## 8. Ongoing Monitoring and Re-accreditation

Accredited courses will be expected to submit annual monitoring reports to SWSF within 3 months of the end of the provider's academic year. This should include:

- Student data (recruitment numbers, sociodemographics/diversity, attendance and retention rates, alumni destinations)
- A summary of student voice reports, e.g. from questionnaires etc
- Any changes to key members of staff
- Any changes to course structure and/or curriculum
- A summary of results and outcomes, including exam board and external examiner reports
- Any partner organisation quality assurance and evaluation reports
- Feedback from schools and placement settings
- Any complaints and their resolutions
- A brief improvement/development plan.

### **Modifications to programmes**

Where a provider wants to make changes to an accredited programme outside of the scheduled revalidation process, they should initially discuss the proposed changes with their accreditation mentor, who will advise whether the changes are regarded as minor, substantial or major. In each case, different actions are required:

**Minor modifications** (e.g. change in credit value of modules, amendments to module titles, learning outcomes etc.; changes to assessment criteria, within the overall quality framework). Such changes should be formally reported to the accreditation mentor.

**Substantial modifications** (e.g. substantial change in curriculum design, significant changes in programme management). Such changes should be formally reported to the accreditation mentor and will be considered in consultation with the accreditation panel, who may request additional information and assurances from the provider before endorsing the modifications.

**Major modifications** (e.g. curriculum redesign, creating new pathways through a programme which may affect or overlap with a Waldorf Teacher Training programme). Such changes should be formally reported to the accreditation mentor, and may require an additional visit/

Providers can expect occasional quality assurance visits from an accreditation mentor. These will be arranged in advance at a mutually convenient time.

Re-accreditation will be managed on a five-yearly cycle, unless significant concerns or complaints are raised with SWSF.



## Application for Course Accreditation

**To be completed and returned to the SWSF**

Course Name :
Course Director:
Teaching Institution:
Length of course:
Qualification offered:
Brief Overview:
Date: ..... Signature.....



# Appendix 1

## Waldorf Teacher Training Criteria and Core Curriculum

Teaching in Waldorf education requires a complex combination of theoretical and academic knowledge, philosophical understanding, and practical and artistic skill. Becoming a Waldorf teacher necessarily involves applied learning, skill development, self-motivation, self-development and both reflective and reflexive practice.

### **CRITERION 1: ENTRY CRITERIA**

#### **C1.1 GCSE standard equivalent**

All accredited Waldorf TT providers must ensure:

- that all entrants have achieved a standard equivalent to a grade 4 in GCSE examinations in English and mathematics, a Higher English SCVQ Level 6 and National 5 Maths, or recognised international equivalents and
- that all who intend to train to teach pupils as a class teacher in the lower school, or as a science or outdoor specialist, additionally have achieved a standard equivalent to a grade 4 in the GCSE examination in a science subject

Providers should consider the full range of applicants' knowledge, skills, academic background and prior experience to judge whether they have the capability to meet the Waldorf Teachers' Standards in the time planned for their training. Prior to the award of a teaching qualification, providers must assure the trainees' English and mathematics. Providers must assure that trainees demonstrate competence in the following areas:

- Speaking, listening and communicating are fundamental to a teacher's role. Teachers should use standard English grammar, clear pronunciation and vocabulary relevant to the situation to convey meaning, questions, information, concepts and ideas with clarity. Teachers should read fluently and with good understanding.
- Writing by teachers will be seen by colleagues, pupils and parents and, as such, it is important that a teacher's writing reflects the high standards of accuracy their professional role demands.
- Teachers should be able to complete mathematical calculations fluently with whole numbers, fractions, decimals and percentages. They should be able to solve mathematical problems using a variety of methods and approaches including: estimating and rounding, sense checking answers, breaking down problems into simpler steps and explaining and justifying answers using appropriate language.

Any work to address shortfalls in English and mathematics must be undertaken by the trainee teacher in addition to other aspects of their training. It is the trainee's responsibility to secure fundamental English and mathematics, whereas responsibility for assurance lies with the provider. Fundamental English and mathematics may be implemented, supported and assured in different ways by different providers.

### **C1.2 Degree Criteria**

All accredited Waldorf TT providers for those who intend to teach pupils aged 6-19 must ensure that all entrants hold a first degree of a United Kingdom higher education institution, or equivalent qualification. This requirement may be waived for teachers training in a specialist subject, where an equivalent level of learning in their specialist subject (e.g. Eurythmy, woodwork, gardening etc) can be evidenced in alternate ways, and where these trainees can demonstrate a level of critical thinking and reflection equivalent to that expected at Level 6.

### **C1.3 Suitability**

All accredited Waldorf TT providers must ensure that all entrants, as part of the provider's selection procedures, have taken part in a rigorous selection process designed to assess their suitability to train to teach. To comply with equality legislation, providers must ensure that interview procedures promote equality of opportunity and avoid discrimination.

- Waldorf TT providers should consider the full range of applicants' knowledge, skills, academic background and prior experience to judge whether they have the capability to meet the Waldorf Teachers' Standards in the time planned for their training.
- Providers have a responsibility to ensure that trainees are able to train to teach without significant negative impact on their health and wellbeing.
  - Providers should have regard to the Keeping Children Safe in Education statutory guidance, or local equivalent, ensuring that all trainees have been subject to appropriate pre-selection checks, including DBS (or local equivalent) criminal record checks and children's barred list information. Candidates who have lived and worked outside the UK must undergo the same checks as all other staff in schools and colleges, plus further checks following guidance on criminal record checks for overseas applicants and recruiting teachers from overseas.
- Providers should expect students to account for any gaps in employment, and should take up a minimum of two references, including a reference from the trainee's last employer and at least one professional and/or academic reference.

### **C1.4 Prior Teaching Qualifications**

Where a teacher training course has a PGCE/QTS equivalent as an entry requirement, evidence from trainees' prior qualification and experience may be used in meeting the Waldorf Teacher Training requirements and core curriculum.

## **CRITERION 2: TRAINING CRITERIA**

### **C2.1: Programmes**

All accredited Waldorf TT providers must ensure that the content, structure, delivery and assessment of programmes are designed to:

- Enable trainee teachers to meet all the Waldorf Teachers' Standards across the age range of training, and
- Ensure that no trainee teacher is recommended for a teaching award/qualification until they have met all of these standards

### **C2.2 Age Ranges**

All accredited Waldorf TT providers must ensure that they prepare all trainee teachers to teach within at least one of the following age phases:

- Birth to five
- Ages 2-7 (kindergarten)
- Ages 6-11 (primary)
- Ages 6-14 (lower school)
- Ages 11 – 19 (secondary)
- Ages 14-19 (upper school)

### **C2.3 Training in Schools**

All accredited Waldorf TT providers must ensure that training programmes are designed to provide trainee teachers with sufficient time observing and teaching in schools or early years settings to enable them to demonstrate that they have met all the standards for a Waldorf teaching award. This means that they would typically be structured to include a minimum of 120 days to be spent in training in schools, and, in early years settings. The programme must include reflection on observation of teaching practice that effectively demonstrates the Waldorf Teachers' Standards, and observation and assessment of trainees' teaching and professional practice against these standards.

### **C2.4 Two schools**

All accredited Waldorf TT providers for those who intend to teach pupils aged 6-19 must ensure that each trainee teacher has taught in at least two schools. For trainees who intend to teach children aged from birth to 6, observations in two settings are regarded as best and desirable practice.

### **C2.5 Summative written and practical assessment**

All accredited Waldorf TT providers must assess trainee teachers' academic competence through written work and summative assessment, to ensure that they have the necessary skills in the analysis and critique of theory and research and reflection on practice. Artistic and performative work (e.g. storytelling, music etc) should also be assessed. The application of skills, knowledge and understanding should be assessed through observed practice in the educational setting.

## **CRITERION 3: MANAGEMENT AND QUALITY ASSURANCE CRITERIA**

### **C3.1 Management**

All accredited TT providers must ensure that their management structure provides an appropriate legal framework for the operation of the organisation, including accountability to a board of trustees or directors.

### **C3.2: Provision of information**

All accredited Waldorf TT providers must make the following documents available: ● Policies, including Safeguarding, Complaints, Equality, Diversity and Inclusion, Whistleblowing, Data Protection, Health and Safety

- Selection requirements and criteria
- Student resources, including course handbook, module guides and reading lists
- Assessment framework and marking rubrics

### **C3.2 Partnerships**

All accredited Waldorf TT providers must ensure that they establish partnership agreements with trainees' workplaces, or with schools and settings who provide placements for trainees, setting out the roles and responsibilities of each partner, ensuring agreement on expectations of mentoring, time commitment and support, and assuring the significant role of schools in training and assessing trainee teachers. This should include details of the role of each in the content and delivery of the TT programme, and the quality assurance procedures to be applied.

### **C3.3: Legislation**

All accredited TT providers must ensure that they comply with all current, relevant, local legislation.

### **C3.4: Quality Assurance**

All accredited TT providers must ensure that they monitor, evaluate and moderate all aspects of provision rigorously and demonstrate how these contribute to securing improvements in the quality of training and the assessment of trainees. This should include:

- Ensuring that all tutors are qualified to at least the standards in the entry requirements for students
- Ensuring that tutors have relevant, appropriate and up-to-date knowledge, experience and expertise
- Continuing professional development in both subject knowledge and pedagogical approaches to adult education for tutors
- A network of trained and supported mentors with experience in Waldorf education

- Trainees' evaluations of how their training needs have been met
- Internal and external moderation of the effectiveness and accuracy of the assessments of trainees against the Waldorf Teachers' Standards
- External moderator/examiner feedback about the effectiveness of training provision in helping trainees to meet the Waldorf Teachers' Standards
- The implementation of equality policies
- Monitoring and evaluation of complaints and how they are dealt with

# Waldorf TT Core Curriculum

**see the Waldorf Teachers' Standards**

Quality of teaching and children's positive experiences of their learning are essential factors in the provision of high-quality Waldorf education. Becoming a good teacher also involves being a learner who continuously improves over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that support good pedagogy.

The Waldorf TT Core Content Framework does not set out the full Waldorf TT curriculum for trainee teachers. The complexity of the process for becoming a teacher cannot be overestimated and it remains for individual providers to design curricula appropriate for the subject, phase and age range that the trainees will be teaching.

In designing their curricula, providers should ensure their curricula encompass the full entitlement described in the Waldorf TT Core Content Framework, as well as integrating additional analysis and critique of theory, research, expert practice and practical skills as they deem appropriate. They should ensure that the following key themes are addressed in sufficient depth:

- Waldorf anthropology and philosophy
- Waldorf generative principles for practice
- Waldorf curriculum
- Creative, artistic, musical, movement, narrative, voice/speech, craft and outdoor learning skills
- Teachers' self-development, through creative, artistic, reflective and other practices ● Teachers' research and critical thinking skills, and engagement with the wider educational landscape

It is vitally important that the values of Waldorf education, the curriculum and the 'Foundations' text are looked at in the context of wider contemporary educational research. Appendix I of this document contains a short list of indicative reading, which will be updated at regular intervals, but providers are expected to expand on this as appropriate.

The Waldorf TT Core Curriculum sets out two types of content. 'Explore' statements set out minimum requirements for the theory, philosophy and research that trainees must engage with. 'Practise' statements define an entitlement for trainees to develop key skills as they apply their knowledge and understanding, as well as an opportunity to work with and learn from expert colleagues both in and out of the classroom.

The Core Curriculum also differentiates between teaching and learning in school (age 6-19) and in early childhood (birth to 6). Statements in *italics* in the core curriculum are to be replaced or added to with the alternative content in the Early Childhood section of each table when designing or evaluating an early childhood course.

While the Waldorf TT Core Content Framework is presented around the Waldorf Teachers' Standards for clarity, it is not, and should not be used, as an assessment framework. Trainee teachers will not be expected to collect evidence against the Waldorf TT Core Content Framework, and they will continue to be assessed against the Waldorf Teachers' Standards only. Awards will continue to be assessed at the end of Teacher Training against the Waldorf Teachers' Standards.

Throughout the Waldorf TT Core Content Framework, key phrases are used repeatedly. Understanding how these terms are defined is key to understanding the entitlement defined by the Waldorf TT Core Content Framework:

- Expert colleagues: Professional colleagues, including experienced and effective teachers, subject specialists, mentors, lecturers and tutors.
- Practise: Throughout their training, trainees should expect multiple opportunities to rehearse and refine particular approaches.
- Discussing and analysing with expert colleagues: Interrogate with an expert colleague what makes a particular approach successful or unsuccessful, reflecting on how this approach might be integrated into the trainee's own practice.
- Observing how expert colleagues ... and deconstructing this approach: Working with expert colleagues to critique a particular approach – whether using in-class observation, modelling or analysis of video – to understand what might make it successful or unsuccessful.
- Receiving clear consistent and effective mentoring: Receiving structured feedback from expert colleagues on a particular approach – using the best available evidence – to provide a structured process for improving the trainee's practice.

**Subject/Phase specific training:**

The Waldorf TT Core Content Framework is designed to cover the content required by trainee teachers irrespective of subject or phase. As such, the document does not provide a breakdown of the content to be covered across subject training routes for TT. There is, however, a strong emphasis on the need for training to be subject and phase specific throughout the framework and it is for providers to ensure they carefully craft coherently sequenced curricula that meet the particular needs of their trainees. Trainees' subject or phase specialism must be made evident in the award or qualification that they receive.

## **Part 2 of the Teachers' Standards**

Part Two of the Teachers' Standards defines the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. These standards must always be met and stand alongside the TT Core Content Framework, so are not referenced in detail. However, providers should continue to ensure that trainees have a clear understanding of the expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession. This includes how Fundamental British Values can be upheld in schools and the importance of showing tolerance and respect for the rights of others.

## **Statutory Duties**

In addition to the content detailed in the TT Core Content Framework, providers are required to ensure that their curricula prepare trainees for their statutory duties as teachers, including ensuring trainees are fully aware of their responsibilities in respect of safeguarding and equalities legislation.

**Standard 1: A commitment to personal and professional development, and an openness to exploring the principles underlying Waldorf education**

Trainees should explore...	Trainees should practise...
<ul style="list-style-type: none"> <li>● Structures and techniques for self development, including some of those suggested by Steiner, and personal artistic or creative practice</li> <li>● Steiner’s anthropology of childhood               <ul style="list-style-type: none"> <li>● Steiner’s theoretical model of the differentiated human being</li> </ul> </li> <li>● Understanding children’s and young people’s development using Waldorf case study methods</li> <li>● Steiner’s theory of sensory perception</li> </ul>	<ul style="list-style-type: none"> <li>● Contemplative, meditative and reflective approaches to understanding and supporting children</li> </ul> <p><b><i>Through discussion and analysis with expert colleagues,</i></b></p> <ul style="list-style-type: none"> <li>● Observing children’s development stage and progress and use these observations to inform planning               <ul style="list-style-type: none"> <li>● Observing how expert colleagues apply their understanding of Steiner’s philosophy, anthropology and theory in the planning, delivery and assessment of teaching and learning, and deconstructing this approach</li> </ul> </li> <li>● Applying their own understanding of Steiner’s work to their planning, teaching and assessment</li> </ul>

<b>Standard 2: Inspire and motivate children’s progress</b>	
<b>Trainees should explore</b>	<b>Trainees should practise...</b>
<ul style="list-style-type: none"> <li>● How to build a learning community, including relational pedagogy, the pre conditions for successful learning, and a sense of coherence</li> <li>● Theories of learning, including learning as a rhythmical process</li> <li>● How a teacher’s own passion for a subject, fuelled by their own research, can inspire children and young people</li> <li>● The impact of child development on readiness to learn <ul style="list-style-type: none"> <li>● How to support children’s mental and emotional health, including attachment theory and trauma-informed practice</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Relationship building, classroom management and organisation</li> <li>● Having high expectations of children’s behaviour, and maintaining a productive learning environment</li> <li>● Creating rich experiences for learners ● <i>Planning for distributed practice</i></li> <li>● <i>Supporting recall and sharing activities</i> ● <i>Facilitating meaning making</i></li> <li>● Planning varied, differentiated tasks which allow learners to apply and practise their new skills</li> <li>● Creating opportunities for learners to demonstrate their learning</li> </ul>
<b>Early Childhood</b>	
<ul style="list-style-type: none"> <li>● Including learning through imitation and play</li> </ul>	<ul style="list-style-type: none"> <li>● Meaningful interactions with children at an appropriate time</li> </ul>

<b>Standard 3: Demonstrate good subject, curriculum and pedagogical knowledge</b>	
<b>Trainees should explore...</b>	<b>Trainees should practise...</b>
<ul style="list-style-type: none"> <li>● The generative principles of Waldorf Education</li> <li>● The meaning of ‘curriculum’ in a Waldorf setting</li> <li>● The history of Waldorf curricula, both written and as a professional tradition ●</li> <li>The indicative content of the Waldorf Curriculum for the appropriate phase and subjects</li> <li>● How links and connections are made throughout the curriculum, across subjects and over time, including potential future learning and careers.</li> <li>● The underpinning subject knowledge required for their chosen phase/subject ●</li> <li>Research and underpinning knowledge around the outdoor learning environment</li> <li>● Research around the effective teaching of literacy</li> <li>● Research around the effective teaching of mathematics</li> </ul>	<p><b><i>By discussing and analysing with expert colleagues,</i></b></p> <ul style="list-style-type: none"> <li>● Observing how curriculum content is carefully planned and sequenced to meet the developmental stage of the children</li> <li>● <i>Observing how different academic subjects are combined in a single lesson/block of teaching</i></li> <li>● Observing how curriculum principles and conventions are applied in practice in both the indoor and outdoor learning environments</li> <li>● Understanding the rationale for curriculum choices and the process for arriving at curriculum choices</li> </ul> <p><b><i>Supported by expert colleagues,</i></b></p> <ul style="list-style-type: none"> <li>● Creating long-, medium-, and short-term planning which demonstrates the application of curriculum principles and the effective delivery of curriculum content, both indoors and outside</li> </ul> <p><b><i>Through opportunities to work directly with learners,</i></b></p> <ul style="list-style-type: none"> <li>● Providing opportunities, including in the outdoor learning environment, for all learners to make connections between their current learning and previous learning across different areas of the curriculum</li> <li>● Providing opportunities for learners to develop their skills in literacy and mathematics</li> </ul>
<b>Early Childhood</b>	
<ul style="list-style-type: none"> <li>● The history of Waldorf Early Childhood practice</li> </ul>	<ul style="list-style-type: none"> <li>● Observing how different areas of learning are developed in a single activity</li> </ul>

<b>Standard 4: Planning and teaching: creativity and effectiveness</b>	
<b>Trainees should explore...</b>	<b>Trainees should practise...</b>
<ul style="list-style-type: none"> <li>● How learners' skills<sup>1</sup> can be built through a range of carefully planned and sequenced learning opportunities</li> <li>● The importance of experiential and transformative learning</li> <li>● The spectrum of skills from constrained to unconstrained, and a range of teaching methods from direct instruction to self directed learning</li> <li>● How teaching methodology can be adapted to the developmental stage of the child</li> <li>● How creative, artistic, movement, musical and narrative techniques can enhance learning</li> <li>● The importance of imagination in learning <ul style="list-style-type: none"> <li>● How using a range of learning experiences in a single lesson and/or day (known as 'rhythm' and/or 'breathing' in Waldorf practice) can contribute to holistic development</li> </ul> </li> <li>● How outdoor learning environments can be utilised to underpin and enhance learning</li> <li>● Their own strengths and limitations in artistic and creative practice</li> </ul>	<ul style="list-style-type: none"> <li>● Creative, artistic, movement, musical and narrative techniques</li> <li>● Outdoor teaching skills, building their knowledge and understanding of their local outdoor context</li> </ul> <p><b><i>By discussing and analysing with expert colleagues,</i></b></p> <ul style="list-style-type: none"> <li>● Observing a range of teaching and learning activities and reflecting on the success of the methodologies used</li> </ul> <p><b><i>Supported by expert colleagues,</i></b></p> <ul style="list-style-type: none"> <li>● Reflecting on and developing their creative, artistic, movement, musical and narrative skills</li> <li>● Planning and delivering a wide range of learning experiences, appropriate to the developmental stage of the children</li> <li>● Using creative, artistic, movement, musical and narrative techniques to underpin and enhance teaching and learning activities <ul style="list-style-type: none"> <li>● Planning and delivering a lesson or session of teaching that contains a range of carefully planned and sequenced activities to create a 'rhythm'</li> <li>● Planning and delivering teaching that develops learners' literacy and mathematics skills</li> </ul> </li> </ul> <p><b><i>Receiving clear consistent and effective mentoring,</i></b></p> <ul style="list-style-type: none"> <li>● Reflecting on, adapting, refining and improving their teaching skills</li> <li>● Reflecting on, adapting, refining and improving their classroom management skills</li> </ul>
<b>Early Childhood</b>	
<ul style="list-style-type: none"> <li>● The value of child-initiated, child-led play in children's learning</li> <li>● How child-initiated, child-led play can be developed and facilitated</li> </ul>	

<sup>1</sup>Skills are defined as 'knowledgeable action with purpose'

Standard 5: Adapt all classroom practice to the strengths and needs of all pupils	
Trainees should explore...	Trainees should practise...
<ul style="list-style-type: none"> <li>● How learners' needs can differ, including children's physical, emotional, social and intellectual development, a range of Special Educational Needs and Disabilities, and providing appropriate levels of challenge</li> <li>● The principles and best practice of inclusion</li> <li>● How differing learners' needs can be met</li> <li>● A range of transitions and how these can be supported and managed</li> <li>● How a range of factors can inhibit learning, and strategies that can be used to mitigate these</li> <li>● The principles of differentiation, and guidance on how to use a range of strategies, approaches, adaptations, accommodations and resources</li> <li>● Multi-agency working, and the range of support available for other professionals in both health and education.</li> </ul>	<ul style="list-style-type: none"> <li>● Observing how expert colleagues create indoor and outdoor environments that support the different needs of learners</li> <li>● Observing how expert colleagues adapt lessons, sessions and/or teaching whilst maintaining high expectations for all, and deconstructing this approach</li> <li>● Discussing the needs of individual children with expert colleagues and analysing how these are met</li> <li>● Working closely with the Special Educational Needs and Disabilities Co ordinator, Designated Safeguarding Leads and those leading on pastoral care and wellbeing</li> </ul> <p><b><i>Supported by expert colleagues,</i></b></p> <ul style="list-style-type: none"> <li>● Ensuring that all learners have access to a rich curriculum</li> <li>● Planning and delivering differentiated learning experiences and activities</li> <li>● Making effective use of teaching and learning assistants and/or facilitators</li> </ul>

<b>Standard 6: Productive and contextual use of observation and assessment</b>	
<b>Trainees should explore...</b>	<b>Trainees should practise...</b>
<ul style="list-style-type: none"> <li>● Assessment in Steiner Waldorf practice</li> <li>● A range of forms of assessment, including formative, summative, ipsative, narrative and naturally occurring evidence</li> <li>● ‘Child Study’ as a method of observation, assessment and professional development</li> <li>● Research and guidance around giving effective feedback</li> <li>● A range of approaches to assessment in practice</li> <li>● The benefits of engaging parents and carers as partners</li> </ul>	<p><b><i>Receiving and responding to clear and consistent feedback and mentoring,</i></b></p> <ul style="list-style-type: none"> <li>● Using ‘in the moment’ assessments to inform questions and responses</li> <li>● Using a range of assessment techniques to inform planning</li> <li>● Providing feedback to learners in a range of forms</li> <li>● <i>Supporting learners to self-assess</i> <ul style="list-style-type: none"> <li>● Supporting learners to respond to feedback</li> </ul> </li> <li>● Using observations of learners and their work to draw conclusions about their development and progress</li> </ul> <p><b><i>With the support of expert colleagues,</i></b></p> <ul style="list-style-type: none"> <li>● Developing positive relationships with parents and carers</li> </ul>
<b>Early Childhood</b>	
<ul style="list-style-type: none"> <li>● Assessment in Steiner Waldorf Early Childhood practice</li> </ul>	

<b>Standard 7: Promote children’s wellbeing and welfare through awareness, practice and conscious modelling</b>	
<b>Trainees should explore...</b>	<b>Trainees should practise...</b>
<ul style="list-style-type: none"> <li>● How to promote wellbeing in learners ● How to support the development of self regulation and foster emotional intelligence</li> <li>● How to develop positive learning dispositions (e.g. resilience, confidence, empathy, persistence)</li> <li>● How to create a predictable and secure learning environment</li> <li>● Understanding bullying, its impact and how to address it</li> <li>● How to support learners’ reflections on spirituality and questions of ethics and morality</li> <li>● The statutory and non-statutory guidance and legal requirements on health and safety, safeguarding and child protection</li> <li>● The statutory policies and procedures that will inform their professional practice</li> </ul>	<ul style="list-style-type: none"> <li>● Observing how expert colleagues promote wellbeing in learners through a range of strategies</li> <li>● Developing a positive, predictable and safe environment for learners</li> <li>● Supporting and facilitating peer relationships amongst learners</li> <li>● Working alongside colleagues as a part of a wider system of supporting learners’ wellbeing and developing positive learning dispositions</li> <li>● Discussing and analysing with expert colleagues how routines are established at the beginning of the school year, both in classrooms and around the school.</li> <li>● Establishing effective routines and expectations, and reinforcing those already in place in the classroom and wider school</li> <li>● Responding consistently, appropriately and with empathy to learners</li> <li>● Discussing and analysing with expert colleagues any potential bullying, and agreeing on strategies to address this</li> <li>● Discussing and analysing with expert colleagues how statutory and non-statutory guidance and legal requirements on health and safety, safeguarding and child protection are implemented in the setting ● Knowing who to contact with any safeguarding concerns, and having a clear understanding of what sorts of behaviour, disclosures and incidents to report</li> </ul>
<b>Early Childhood</b>	
<ul style="list-style-type: none"> <li>● The use of imitation as an age-appropriate pedagogical tool</li> </ul>	

**Standard 8: Teachers keep the child at the centre of their wider professional activities, responsibilities and relationships**

Trainees should explore...	Trainees should practise...
<ul style="list-style-type: none"> <li>● How schools and settings are lead, managed and organised</li> <li>● How teachers and schools/settings take responsibility for continuing professional development</li> <li>● How schools and settings develop community through festivals, events and other activities</li> <li>● How schools and settings can foster a sense of personal, social and community responsibility in their learners</li> <li>● How schools and settings can promote inclusion, reduce marginalisation and challenge discriminatory practices               <ul style="list-style-type: none"> <li>● How schools can develop their curriculum to raise the profile of marginalised communities and societies</li> </ul> </li> <li>● How schools can develop anti-racist ways of working</li> <li>● How schools can work actively to reduce barriers and address societal inequalities and unconscious biases for people who may be excluded on the basis of a protected characteristic or other perceived difference</li> <li>● The professional standards, conduct and integrity that is expected of a teacher in both Waldorf and state education, including Part 2 of the Steiner Waldorf Teachers' Standards</li> </ul>	<ul style="list-style-type: none"> <li>● Researching and critically reflecting on educational theory and practice</li> <li>● Strengthening their pedagogical and subject knowledge by participating in wider networks and events               <ul style="list-style-type: none"> <li>● Seeking challenge, feedback and critique from mentors and other colleagues</li> </ul> </li> <li>● Reflecting on progress made, recognising strengths and weaknesses and identifying next steps for further improvement</li> <li>● Engaging critically with research and using evidence to critique practice</li> <li>● Discussing and analysing with expert colleagues how they seek support and work as part of a team</li> <li>● Discussing and analysing with expert colleagues how the setting develops their sense of community, and contributes to the wider community</li> <li>● Discussing and analysing with expert colleagues how they develop a sense personal, social and community responsibility in learners               <ul style="list-style-type: none"> <li>● Receiving clear consistent and effective mentoring to ensure that their teaching is inclusive and challenges damaging stereotypes</li> </ul> </li> <li>● Receiving clear consistent and effective mentoring to ensure that their practice is anti-racist               <ul style="list-style-type: none"> <li>● Receiving clear consistent and effective mentoring to ensure that they uphold the professional standards and conduct expected of a Waldorf teacher</li> </ul> </li> <li>● Protecting time for rest and recovery, and being aware of the sources of support available to support their own wellbeing</li> </ul>
<b>Early Childhood</b>	
<ul style="list-style-type: none"> <li>● The use of appropriate diverse resources to support storytelling, play, other activities</li> </ul>	

## Suggested reading:

Texts specific to Early Childhood appear in blue.

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Eller, H., & Eller, C. (2018). *The Four Temperaments*. Waldorf Publications.

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Gelitz, P., & Strehlow, A. (2014). *Seven Life Processes*. Verlag Freies Geistesleben.

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Harper, C. (2021). *Better Out Than In*. Steiner Waldorf Schools Fellowship.

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[Nicol, J. \(2021\). Diversity, Inclusion, Festivals and More. Kindling Journal for Steiner Waldorf Early Childhood Education and care, Issue 40.](#)

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- Paris, S. G. (2005). Reinterpreting the Development of Reading Skills. *Reading Research Quarterly*, v40 n2, 184-202.
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- Rawson, M. (2021). A glossary of terms relating to assessment for learning. *Waldorf Working Papers*, Steiner Waldorf Schools Fellowship, No. 7.
- Rawson, M. (2021). *Steiner Waldorf Pedagogy in Schools: A Critical Introduction*. Routledge.
- Rawson, M., Richter, T., & Avison, K. (2014). *The Tasks and Content of the Steiner-Waldorf Curriculum*. Floris Books.
- RoSE: Research on Steiner Education, various authors: [www.rosejournal.com](http://www.rosejournal.com)
- Seydel, A. (2012). What is a child observation ? Child study. In D. Observing the class, observing the child . *Waldorf Publications at the Research Institute for Waldorf Education*.
- Sigman, A. (2020). Screen Time: a Health and Development Issue. Steiner Waldorf Schools Fellowship.
- Silberman, S. (2016) *Neurotribes*. Allen and Unwin
- Soesman, A. (1991). *Our Twelve Senses: How Healthy Senses Refresh the Soul*. Hawthorn Press.
- Steiner, R. (2013). *Festivals and Their Meaning*. Rudolf Steiner Press.
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- von Grunelius, E. (1966). *Early Childhood Education and the Waldorf School Plan*. Waldorf School Monographs.
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